DOCUMENT RESUME

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ABSTRACT

This content analysis schedule for the Phoenix Union Bilingual Program of Phoenix, Arizona, presents information on the history, funding, and scope of the project in its third year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has been verified by the project. (SK)

ERIC

Project # 265
Phoenix, Arizona
Verified by Project

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y.,N.Y.10021

ED 080027

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

✓ Initial Proposal

✓ 2nd Year Continuation

✓ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation	1969		
Pre-audit			
Interim audit			Feb. 1971
Final audit	1969		

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Project BEST
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 265

VERIFIED BY PROJECT

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant C. Nafus - M. Shore Date 4-28-71

0.2 Name of Project Phoenix Union Bilingual Program

0.3 Address of Project Phoenix Union High Schod System

0.4 2225 North 110th Street
Phoenix, Arizona 85006

.05 STATE 0.5 2

1-Alaska	11-Louisiana	21-Oklahoma
(2)-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:
see Project No.
(97 - 1969)
07 - 1970
17 - 1971
1.1 1969

2.0 FUNDING (Mark all that apply)

2.1 (1)-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned
2.1 1

2.2 Year prior funding began
2.2 '60

2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified
2.3 ns

2.4 Source of prior bilingual program funding:
(1)-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)
2.4 1

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned
2.5 1

2.6 Concurrent program cooperating with Title VII involves:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
(3)-secondary students (grades 7-12)
4-teachers
0-not specified
2.6 3

0.3 Address of Project Phoenix Union High School System

0.4 2225 North 110th Street
Phoenix, Arizona 85006

.05 STATE 0.5 2

1-Alaska	11-Louisiana	21-Oklahoma
(2)-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 1969

see Project No.
(97 - 1969)
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 (1)-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 1

2.2 Year prior funding began 2.2 '60

2.3 Prior bilingual program involved: 2.3 ns
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 1
(1)-local 4-university
2-state 5-federal (specify)_____
3-foundation 6-other (specify)_____

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program 2.5 1
0-no concurrent funding mentioned

2.6 Concurrent program cooperating with Title VII involves: 2.6 3
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
(3)-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1,5
(1)-local 4-federal (specify)_____
2-state (5)-other (specify) _____
3-university 6-foundation support _____

2.8 Total Title VII grant (first year only) 2.8 $76,427

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 0-First yr

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: Arizona State University 3.0 1
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 1

(1)-one 4-four 0-not specified
2-two 5-five
3-three 6-other

Project Verified

4.2 Total number of students in program A. First year 4.2 A 100
B. Second year B 220
C. Third year C 300

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK	TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	5

B 100 TOTAL students gr. 7-9

4.3 PSK
A
B 100
C 120

Grade	Number of Classes
1-grade 1	
2-grade 2	
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	

A TOTAL students gr. 1-6

Grade	Number of Classes
10-grade 10	4 (3 3rd yr)
11-grade 11	(2 3rd yr)
12-grade 12	

C 120 TOTAL students gr. 10-12
(250 - 3rd yr)

4.4 1-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 165 Mexican-American	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT 55 Black and Anglo

5.0

		No.	%
NE dom N-EMT	I	165	75
E dom NEMT	II_1		
E-Dom EMT	II_2	55	25
Total E-Dom II= II_1 + II_2		55	25

* I Total Non-English Dominant: 165 II Total English Dominant: 55

220 Total — however project verification states that only 200 students participated in 2nd yr.

KEY:

	Non-English Dominant	English Dominant
	N-E Dom - NEMT	E-Dom - NEMT

grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK	TOTAL NO. students PS and K
1-grade 1	
2-grade 2	
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	
A	TOTAL students gr. 1-6
7-grade 7	
8-grade 8	
9-grade 9	5
B 100	TOTAL students gr. 7-9
10-grade 10	4
11-grade 11	(3 / 2 } 3rd yr)
12-grade 12	
C 120	TOTAL students gr. 10-12

(250 - 3rd yr)

4.3 PSK
A
B 100
C 120

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 165 Mexican-American	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT 55 Black and Anglo

5.0

		No.	%
NE dom N-EMT	I	165	75
E dom NEMT	II_1		
E-Dom EMT	II_2	55	25
Total E-Dom II= II_1 + II_2		55	25

* I Total Non-English Dominant: 165 II Total English Dominant: 55

220 Total - however project verification states that only 200 students participated in 2nd yr.

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

XEROX 1

BILINGUAL PROGRAMS

A. COMPONENT NAME: INSTRUCTIONAL B. DOMINANT LANGUAGE: SPANISH C. GRADE LEVEL: K-3

D. NO. OF PARTICIPANTS: ~~400~~ 220 P R O C E S S E. PROGRAM OBJECTIVES: (See Program Goals, and Objectives, Page____)

F. PERFORMANCE OBJECTIVES: (Includes Name or Description of Instrument)	G. EVALUATION: Date or Frequency of Measurement	Person(s) Responsible	Data Collecting and Reporting, Including the Date
(See PRODUCT - Student Objective S-1-a:) The Instructional Staff will teach students using the Spanish language at least 50% of the ~~time~~ in all subjects in the Bilingual Program as measured by a log of actual time spent using the Spanish language in the classroom.	Daily record -- September through June checked every 9 weeks through school year.	Teachers and Program Coordinator	Record of time spent reported once at the end of each semester (January and June)
Using teacher developed materials, textbooks, and other reference sources, the Instructional Staff will teach students for a period of not less than 50 minutes per day (average) directly related to comprehension of the Spanish language as measured by a record of time spent.	Monthly checksheet showing amount of time spent September through June, checked each semester.	Teachers and Program Coordinator	Record of time spent reported at the end of each semester -- (January and June)
(See PRODUCT - Student Objective S-1-b:) Using teacher developed materials, textbooks, and other reference sources, the Instructional Staff will teach students for a period of not less than 50 minutes per day (average) directly related to comprehension of the English language as measured by a record of time spent.	Monthly checksheet showing amount of time spent September through June, checked each semester.	Teachers and Program Coordinator	Record of time spent reported at the end of each semester -- (January and June)
(See PRODUCT - Student Objective S-1-c:) Using teacher developed materials, textbooks, and other reference sources, the Instructional Staff will teach students for a period of not less than 50 minutes per day (average) directly related to Information and Concepts of Mexican American History and Culture as measured by a record of time spent.	Monthly checksheet showing amount of time spent September through June, checked each semester.	Teachers and Program Coordinator	Record of time spent reported at the end of each semester -- (January and June)

QUESTION 5.0

2a

X 1

It appears as if there is a need to clarify two aspects of the Process Objective section.

First of all, what might be interpreted as redundant expression of previous product objectives was deemed both appropriate and necessary, and was legitimized in the following quotation from page twenty-five (25) of Continuation Grant Application: "The product objective of one project activity may become the process objective of another."

Secondly, the following text serves to clarify how the process will serve the needs of students of diversified ethnic backgrounds:

Process Objectives

(See PRODUCT - Student Objective S-1-a:)

1. This objective must be qualified to some extent as many of the Anglos and Blacks who participate in the ninth grade component will not speak or read Spanish. Therefore, as these students begin to learn Spanish, and as they gain in proficiency, the amount of class time spent using the Spanish language will increase proportionately until the fifty percent (50%) level is reached.

   Since non-Mexican-Americans in the tenth grade component will have had at least one year of Spanish, the objective does not appear to be realistic as stated.

(See PRODUCT - Student Objective S-1-b:)

Though the fifty minute figure will remain constant, the methods and materials will be selected in terms of the students' proficiency level in English. It is anticipated that Mexican-American students will require a more fundamental approach than will Anglos or Blacks.

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

		Number	Per Cent of Total Students	if inferred, check (✓)
Indigenous Americans:				
A1	Navajo	A1	..... %	.....
A2	Cherokee	A2	..... %	.....
A3	Other (specify)	A3	..... %	.....
A	TOTAL No. of American Indian	A	..... %	.....
Americans of other ethnic backgrounds:				
B1	Mexican-American	B1 165	75 %	.....
B2	Puerto-Rican	B2	..... %	.....
B3	Cuban	B3	..... %	.....
B4	Other Spanish-American (specify)	B4	..... %	.....
B	TOTAL No. of Spanish-speaking Americans	B 165	75 %	.....
C	Portuguese-American	C	..... %	.....
D	Franco-American	D	..... %	.....
F	Chinese-American	F	..... %	.....
G	Eskimo	G	..... %	.....
H	Russian	H	..... %	.....
J	Other	J	..... %	.....
I	TOTAL number of N-EIT target students	165	75 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

Xerox 4b

E1	Black	E1 NS	180r10 %	..... cp 37
E2	Anglo	E2 NS	70r15 %	..... cp 96
II	TOTAL number of EIT students other than target population	55	25 %	..... See Xerox copy 3A

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 na

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students		Number of students Bilingual to any extent		
Number	%	not spec.	No. %	not spec.	only listening comprehension No. %	speaking ability No. %
55 English	25		55 25			

B1 Mexican-American	B1 165	75 %		
B2 Puerto-Rican	B2	..... %		
B3 Cuban	B3	..... %		
B4 Other Spanish-American (specify)	B4	..... %		
B TOTAL No. of Spanish-speaking Americans	B 165	75 %		
C Portuguese-American	C	..... %		
D Franco-American	D	..... %		
F Chinese-American	F	..... %		
G Eskimo	G	..... %		
H Russian	H	..... %		
J Other	J	..... %		
I TOTAL number of N-EMT target students	165	75 %		

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

Xerox 4b

E1 Black	E1 NS	180 or 10 %		cp 37
E2 Anglo	E2 NS	70 or 15 %		cp 96
II TOTAL number of EMT students other than target population	55	25 %		See Xerox Copy 3A

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language.

5.4 NA

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E 55	English	25	...	55	25	...	...	...	...	...
A ...	American Indian	...	...	...	...	...	...	...	...	...
A1 ...	Navajo	...	...	...	...	...	...	...	...	...
A2 ...	Cherokee	...	...	...	...	...	...	...	...	...
A3 ...	Keresan	...	...	...	...	...	...	...	...	...
A4 ...	Other (spec.)	...	...	...	...	...	...	...	...	...
B 165	Spanish	75	✓	...	...	✓	...	...	...	...
C ...	Portuguese	...	...	...	...	...	...	...	...	...
D ...	French	...	...	...	...	...	...	...	...	...
F ...	Chinese	...	...	...	...	...	...	...	...	...
G ...	Eskimo	...	...	...	...	...	...	...	...	...
H ...	Russian	...	...	...	...	...	...	...	...	...
J ...	Other (spec.)	...	...	...	...	...	...	...	...	...

Question 5.3

3A

5. Special Management Design Considerations for the 1970 - 1971 School Year.

a. Participation by Students of Diversified Ethnic Backgrounds: The Bilingual Program components at Phoenix Union ~~and South Mountain High Schools~~ have been designed to include the participation of students from diversified ethnic backgrounds.

The Phoenix Union Sophomore Program will include a minimum of ~~(10)~~ 30 participants from ethnic backgrounds other than Mexican-American. The Phoenix Union ~~and South Mountain~~ Freshman components will enroll 20-25 participants from ethnic backgrounds other than Mexican-American.

The criteria for selection from diversified ethnic backgrounds will be as follows:

(a) Freshman Level

1. A voluntary interest in the program.

2. A commitment to study the Mexican-American language and culture.

3. An expressed interest in understanding the contributions made by diversified ethnic groups in assisting with the development of America.

(b) Sophomore Level

1. Successful completion of one year of Spanish.

2. A voluntary interest in the program.

3. Expressed interest in improving their working knowledge of the American language and culture.

When the number of qualified students exceeds the number of openings in the Program, selection will be made at both schools by the Program Advisory Committee.

5.6 Recruitment of Students: 5.6 3 See Xerox #4a-c p 11a C p 37 C

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary (ideally, but not actually) C p. 35
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of E-Som pupils in project area: see Chart C 5.7 46 %
n.s.- not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 1
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 100 %
B. Average family income, if mentioned B. ns
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 ns
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 ns
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1
II 1

	I for N-EMT group	II for EMT group
1 was made	X	X
2 will be made		
0 not mentioned		

C p. 28 see Xerox #4 attached 4d

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1,2
II 1,2

	I N-EMT	II EMT
1 parents	X	X
2 children	X	X
3 teachers		
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A ✓ parents, B ✓ children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A ✓
B ✓
C

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								

5.8 Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each) — 5.8 1

1 - inner city-ghetto,barrio ____ %
2 - major city ____ %
3 - small city, town or suburb ____ %
4 - rural, farm ____ %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) — 5.9 A. 100 %

B. Average family income, if mentioned — B. ns

n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) — 5.10 ns

n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) — 5.11 ns

n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: — 6.1 I 1 II 1

	I for N-EMT group	II for EMT group
1 was made	X	X
2 will be made		
0 not mentioned		

c. 28 see Xerox #4 attached 4d

6.2 If a sociolinguistic survey was or will be made, mark all groups included: — 6.2 I 1,2 II 1,2

	I N-EMT	II EMT
1 parents	X	X
2 children	X	X
3 teachers		
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A ✓ parents, B ✓ children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always — 6.3 A ✓ B ✓ C

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines,news								
9 Others (specify)								

Question 5.6

4/a

ASSURANCE OF 1970-1971 EVALUATION DESIGN

The 1970-71 Bilingual program at Phoenix Union High School will be open to students of diversified ethnic backgrounds. Therefore, product and process evaluation procedures will be invalidated unless certain variables which are not germane to an exclusive Mexican-American population are controlled.

The following is assurance that the variables will be controlled in the manner outlined below. The criteria for selection listed on page ninety-six (96) of the continuation document will serve as guiding principles to the overall evaluation design.

1. Ethnic proportions will be identical for both control and experimental groups. An experimental group will be formulated from the list of volunteers, the ethnic makeup determined, and a control group selected on the basis of the results.

2. Every attempt will be made to insure that the experimental and control groups will be statistically comparable, in terms of academic achievement.

3. Since both schools will contain students fluent or not fluent in Spanish, proficiency in Spanish constitutes a variable which must be considered.

By means of diagnostic tests, Spanish proficiency will be determined, and students will be scheduled into appropriate English classes on the basis of test results. In addition, test results will be used as one basis for the individualization of instruction.

Every effort will be made to insure that the control and experimental groups contain equal numbers of those fluent or not fluent in Spanish.

). Modifications of Long Range and/or Five Year Objectives as a Result of the First Year's Operations.

Two major long range goals for the Bilingual Program were added. They are as follows:

(1) To double the Bilingual Program so that it will meet not only the needs of Mexican-American students, but students in other ethnic groups, in an integrated situation. The Phoenix Union High School System is committed to the best educational program that it can provide for students, and it is believed that a significant part of that program must deal with man's ability to get along with his neighbor. To accomplish this long range goal we plan to add 65 non-Mexican-American students at Phoenix Union High School. At Phoenix Union High School where the percentage of Anglos in the student body is extremely low (7%), it is doubtful that many Anglos will be involved in the Bilingual Program. *

see below *

One justification for a horizontal expansion to the South Mountain High School campus is that the [illegible]ion of this component will achieve a more integrated progr[illegible] we will be able to include approximately 15% Anglo students and 10% black students in the Bilingual group of 100 students.

(2) To develop an in-service program that will improve teacher attitudes, knowledge and training skills in a Bilingual Program involving the area's ethnic groups. It is estimated that there are 3308 students in the Phoenix Union High School System whose primary language is not English. We are proposing to develop programs which would serve 220 for these students and at the same time to develop an in-service program that could be efficiently and economically conducted for 39 staff members. These people would then serve as leadership for expanded services to all 3308 students.

Some editing changes have been made in the Bilingual Program goals and objectives. To the first program goal we have added a Mathematics component at the 9th grade level. Correspondingly, we have added a 4th program objective dealing with that subject.

Several editing changes have been made to student goals 2, 3, and 4. An attempt has been made to identify more specifically the measurement devices used, and to phrase the objective more in performance terms than was originally done. To the teachers' goals have been added the development of positive attitudes, and the improvement of teacher knowledge and teaching skills. Correspondingly a new program objective for teachers has been added, as well as editing changes in the other two teacher program objectives.

a parent component has been added as a community goal, and the program objective has been changed since it was repetitive of other student program objectives.

the First Year's Operations.

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see below *

One justification for a horizontal expansion to the South Mountain High School campus is that the addition of this component will achieve a more integrated program, as we will be able to include approximately 15% Anglo students and 10% black students in the Bilingual group of 100 students.

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A parent component has been added as a community goal, and the program objective has been changed since it was repetitive of other student program objectives.

In the specific objectives in content areas section, a 4th specific objective has been added (example): Under Spanish we have included four specific Mathematics objectives as examples.

* To accomplish this long range goal we plan to add fifty-five (55) non-Mexican-American students, most of whom will be Black, as the percentage of Anglos at Phoenix Union High School is extremely low (7%).

Xlox #4

Question 6.0

4d

The three target schools are situated in the heart of the "inner city." According to a 1960 census taken by the Community Council, the ethnic and social groups of the "inner city" were distributed as follows:

White (Anglo) 48%
Spanish surname 31%
Negro 21%

The 1960 National census lists 40,241 persons with Spanish surnames out of a total population of 439,170. These numbers have greatly increased during the sixties with the Spanish surname members of the central city gaining in percentage distribution. Figures are not available at this time which would accurately show the percentage increase.

The 1960 census also shows that in the inner city, thirty-three (33) percent have incomes under $3,000 a year. The unemployment rate is 9.5%. Fifty-four (54) percent of the families live in rented homes. Twenty-two (22) percent live in homes which are considered to be overcrowded because of large families and/or inadequate size.

The residents of the target area have a deep feeling of hopelessness and despair. Thirty thousand are functionally illiterate. The educational level is low. Forty (40) percent of the children between the ages of 14 and 17 in the target area are not in school compared to 10% in other sections of the city.

Sociolinguistic Survey

B. Give the percentage of children whose mother tongue is other than English from low income families.

In a comprehensive study conducted at Phoenix Union High School during the 1967-1968 school year, 103 homes spoke only Spanish and 1,334 spoke both English and Spanish to give a total of Spanish speaking homes of 1,437 out of 2,704 homes reporting in the survey. Most of these homes would be families with low income. From this information, the percentage of children whose mother tongue is other than English is approximately 54%.

Other languages which were spoken in the home included Indian 18, Chinese 19, Japanese 1, Italian 4, Hungarian 1, French 4, Greek 4, Ukranian 1, Lebanese 1, Polish 2, and German 7.

6.4 If not included in survey, how was student's language dominance determined? 6.4 I na II ____

	I N-EMT	II EMT
1-inferred by use of surname	____	____
2-established by formal testing of students	____	____
3-assessed by informal means (specify how)	____	____
4-not mentioned how language dominance was determined	____	____

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 0
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 1
(1)-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 1
(1)-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 nA
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 1
0-not mentioned Influences program- N.S. how

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1.___ Language dominance not specified
2.___ Mother tongue not specified
3.___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N= 7
II E Dom EMT	N=	N= 2

7.1

	No.	%
I A		
I B	7	77 %
II A		

which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 0

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
(1)-yes
0-no — 6.7 1

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
(1)-yes
0-no — 6.8 1

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____ — 6.9 nA

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned — 6.10 1
Influences program- N.S. how

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1.___ Language dominance not specified
2.___ Mother tongue not specified
3.___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I H E Dom. NEMT	N=	N= 7
II E Dom EMT	N=	N= 2
II_1 E Dom NEMT	N=	N=

A Total Number Monolingual: 0

B Total Number Bilingual: 9

Total Number of Teachers: N 9

7.1

		No.	%
I	A		
I	B	7	77 %
II	A		
II	B	2	23 %
II_1	A	—	—
II_1	B	—	—
	A		
	B	9	100 %
	N	9	

Cp5
see Xerox
5a

Question 7.0 5a

TION E - TOTAL BILINGUAL PROGRAM STAFF (Instructions on page _____)

POSITION CATEGORY	Positions Assigned to Project			
	Number Full-Time	Part-Time		Total Full-Time Equiv. (Colums 2 + 4)
		Number	Full-Time Equiv.	
(1)	(2)	(3)	(4)	(5)
ADMINISTRATION/ SUPERVISION		2	.75	.75
TEACHER (a) Pre-Kindergarten (b) Kindergarten (c) Grades 1-6 (d) Grades 7-12 (e) Other	9			9
SPECIALISTS				
PUPIL PERSONNEL WORKERS	2			2
EVALUATORS		1	.25	.25
TEACHER ASSISTANTS, TEACHER AIDES	4	10	5	9
COMMUNITY LIAISONS	9			9
CLERICAL PERSONNEL	1			1
ALL OTHER PERSONNEL		1	.25	.25

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. _____Language dominance not specified
2. _____Mother tongue not specified
3. _____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

See Xerox Copy 6a, b

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II 1 E Dom N-EMT		14

N Total Number of aides or paraprofessionals 14

A Total Number Monolingual _____

B Total Number Bilingual _____

7.2	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II 1 A		
II 1 B	14	100 %
A	0	
B	14	100 %
N	14	

7.3 Language(s) used by bilingual program teachers: 4 full-time 10 part-time 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(2)-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

(2)-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers No. % B. Aides No. % C. Proj. Director D. Evaluator(s)No. %

Copy 6a, b

N-EMT

II E Dom EMT

II E Dom 1 N-EMT

	14	

I B — —
II A — —
II B — —
II 1 A — —
II 1 B 14 100 %
A 0
B 14 100 %
N 14

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
		14

7.3 Language(s) used by bilingual program teachers: 4 full-time 10 part-time 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(2) Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
(2) Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
M-A	7	77	M-A	14	100	Mexican	Anglo	1	100
Anglo	2	23							

0-not specified

X Question 7.2 6a

10. Teaching Spanish to Native Speakers: Bowie High School, El Paso, Texas

This program emphasizes the study of culture. The grammar section is limited to dictation, with no special drills on phonetic recognition or sentence patterns. The bibliography used in this program has been helpful.

C. Include a comprehensive and annotated listing of relevant bilingual education materials which have been produced through other programs. Give the rationale for their utilization or exclusion in the proposed program. If materials development is proposed, show how these materials would supplement or improve existing materials.

Laboratory Research
Southwestern Cooperative Education Research Laboratory

In 1968 SWCEL edited several manuals directed specifically to methods for improving the understanding and education of minority ethnic groups indigenous to the Southwest.

a) "Ethno-Pedagogy" Cross-cultural Teaching Techniques points to the importance of the new science of "Ethno-Pedagogy" as opposed to the traditional Dewey philosophy of democratization and progressivism. This manual is indispensable for the in-service training program of personnel in this bilingual program.

b) SWCEL
The Oral Language Program is a sequence of phonetic and sentence pattern drills using transformation, substitution and intonation exercise at the pre-school level. It concentrates in the spoken language as a recognized prerequisite to standard English. These drills cannot be used in the present bilingual program, but the general linguistic techniques will be applied to exercises geared to the High School age group.

c) Classroom Strategies: Culture and Learning Styles is a compilation of behavioral test scores using the mean t-scores to determine the difference of learning levels for the different cultural groups. The classroom techniques developed from these tests cannot be used in the bilingual program since they cover the pre-school age group with limited life experience.

The Annual Report of SWCEL for 1967 lists the scope of services that are available to teachers, counselors, and others in school districts who want to undertake programs for the minorities of the Southwest. The bilingual program will be able to utilize materials and services from SWCEL, especially in the areas of methods of selection of students for the program and counseling techniques.

A. COMPONENT NAME: INSTRUCTIONAL B. DOMINANT LANGUAGE: SPANISH C. GRADE LEVEL: 9

D. NO. OF PARTICIPANTS: 220 PRODUCT E. PROGRAM OBJECTIVES: (See Program Goals, an Objectives, Page

F. PERFORMANCE OBJECTIVES: (Includes Name or Description of Instrument)	G. EVALUATION: *Date or Frequency of Measurement	Person(s) Responsible	Data Collecting and Reporting, Including the Date
Student Objective S-1-e: Students will increase their reading proficiency in both the Spanish and English languages as measured by the Davis Reading Test and by a form of the Davis Reading test which has been translated into Spanish.	Pre-Test - Sept. 1970 Post-Test - May 1971	Program Coordinator assisted by Research and Planning	Scores on Davis Reading Test reported within days after the test date.

Bilingual Reading Program

Through an oversight, the original proposal for the Bilingual program (1969-70) lacks specific reference to, and objectives for, the reading component of the program. Since an improvement in the reading skills of bilingual students constitutes one of the most important contributions a program can make, the following page (40 b) indicates the reading objectives for the 1970-71 school year.

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____
and % ____of total N-EMT teachers.

7.6 No. 05 %

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or
if specified descriptively,
1-few
2-some
3-many
4-most
5-more than half
0-not specified

A = teachers
B = aides

7.7 No. % A 7 77 B 14 100

7.8 Teacher Qualifications - Training and experience prior to project
(Indicate number of teachers with each qualification, if given)

7.8 2,20 | no. of teachers 9, 9

See Xerox 7a

See C, p.88

n.s.-qualifications not spcified
0-previous courses not specified
1.___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
(2.)9 teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3.___previous teaching through N-EMT (in country where it is a native language, in Peace Corps) / native-like competence
4.___previous teaching in local area/live in the community
5.___courses in N-EMT language structure and usage/ linguistics or FL trainin
6.___courses in N-E literature/ or literacy in Spanish
7.___must be bilingual
8.___any previous education through N-EMT/content of courses learned through N-EMT
9.___courses in teaching ESL/audio lingual approach
10.___courses in methods of teaching N-EMT language/language development
11.___courses in methods of teaching content (e.g. math)in N-EMT
12.___certification in ESL/or experience teaching ESL
13.___certification in teaching N-EMT
14.___cross cultural courses
15.___courses in the cultural heritage, values, deep culture of N-EMT or travel
(20) 9 sensitivity, understanding + experience with problems of minority students

8.0 STAFF DEVELOPMENT

8.1 A 2, 4
B 2, 4

See Xerox 7b

0-No staff training mentioned
8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
(2-)The teaching of English as a second language	X	X
3-X as their second language		
(4-)The teaching of X as a second language	X	X
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language		

C p. 97

B = aides

3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 2,20 | 9,9 (no. of teachers)

See Xerox 7a

See C, p.88

n.s.-qualifications not specified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
(2.) 9 teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) / native-like competence
4. ___ previous teaching in local area/live in the community
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or travel
(20) 9 sensitivity, understanding + experience with problems of minority students

8.0 STAFF DEVELOPMENT

8.1 A 2,4
B 2,4

0-No staff training mentioned

See Xerox 7b

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
(2)-The teaching of English as a second language	X	X
3-X as their second language		
(4)-The teaching of X as a second language	X	X
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language		

C, p.97

C, p.84 8.2 Stated goals of teacher training are: 8.2 I 5,4 II

See Xerox 7c *

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of		
2-Cross-cultural training		
3-Sensitivity to ethnocentricism and linguistic snobbery		
(4)-Awareness of the social-emotional development of	X	
(5)-Strategies for accomodating the different learning styles of N-EMT	5	
6-Strategies for cognitive development of		
7-Strategies for reinforcing the self-esteem of		
8-Methods of cross-cultural teaching or teaching the bicultural component		
9-Formulation of pupil performance objectives		
10-Methods of evaluation of pupil performance objectives		

List specific courses if given (or Xerox and attach)

* Particularly an understanding of the motivational patterns of bilingual students.

Question 7.8

7a

Program Bilingual Counselor -

B.C. is a native Arizonan. He was born in the mining community of Superior where he attended elementary and secondary public schools.

He received his Bachelor of Arts Degree in Elementary Education from Northern Arizona University in 1958, and his Masters of Art Degree in Guidance and Counseling from Arizona State University in 1965. He has also completed extensive graduate work from the University of Arizona. Larry attended N.D.E.A. sponsored institutes in Adult Basic Education at Portland State College in Portland, Oregon; California Western University in San Diego, California; and Southwestern Cooperative Educational Laboratories in Albuquerque, New Mexico.

He has taught twelve years in the Phoenix Public Schools; eight as a Fifth Grade Teacher; two as a Seventh Grade Teacher; one as an Eighth Grade Teacher, and one as a Counselor for Freshmen in the Bilingual Program. Mr. B.C. has also taught evening classes in Adult Basic Education in the Phoenix Union High School system for three years.

As an educator, Mr. B.C. sees and understands the need for solutions to the educational problems of the Bilingual student of Mexican-American descent. His years of experience in working with the students has given him a wealth of information in helping him and the Bilingual Program meet the needs of the students.

Other Program Teachers

Other teachers for the Bilingual Program will be identified. They must be able to work with minorities. Preference will be given to applicants who have sensitivity, understanding, and experience with the problems of the minority students in the program.

They must demonstrate an interest and involvement in the program, and be willing to put in the long, hard hours that such a commitment dictates.

They must meet all the formal and legal qualifications of the school district and State of Arizona.

Question 8.0

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STAFF DEVELOPMENT

b. Individualization of Instruction for the 1970-1971 school year.

Methods to strengthen the individualization of instruction are being incorporated into the second year of the Bilingual Program. The 1970 Summer Workshop will be organized to provide In-Service Training for teachers, teacher-aides, and students in methods of providing a student need-centered classroom.

Proposed changes will include consideration of the following:

1. Monolingual and Bilingual "one to one" teaching approaches,
2. Conversation groups,
3. Intensive individual tutoring by Bilingual teachers and teacher-aides,
4. Laboratory classes for Monolingual students after regular classes,
5. Clinical treatment of the students' needs in short sessions,
6. Additional individualized instruction programs.

c. In-Service Training for the 1970-1971 school year.

During the summer months a workshop will be conducted to plan the program for the 1970-1971 school year. The workshop will be composed of 9 teachers, 4 consultants, 9 full-time teacher-aides, students, parents, and other adult members of the community. The coordinator of the Bilingual Program will direct the activities of the workshop assisted by Phoenix Union High School consultants.

The workshop will have five aims:

1. To train teachers and teacher-aides for the specific task of teaching bilinguals,
2. To orient the new teachers to the program,
3. To develop a curriculum and select materials for the second year,
4. To revise the objectives, curriculum or material used during the last school year,
5. To establish means of communication with the future pupils and

STAFF DEVELOPMENT

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2. To orient the new teachers to the program,
3. To develop a curriculum and select materials for the second year,
4. To revise the objectives, curriculum or material used during the last school year,
5. To establish means of communication with the future pupils and their parents.

The length of this workshop will be three weeks, six hours each day. Also, six in-service training sessions will be conducted during the school year. The training sessions will be three and one-half days each.

Question 8.2

Role of Aides

TEACHER -AIDES:

The function of the teachers' aides will be to assist the teacher in providing individual attention to students.

Specific duties will include:

Maintaining cleanliness in the classroom

Running messages and errands

Keeping record of materials, textbooks, etc.

Helping teachers with everyday duties

Preparing bulletin boards

Providing clerical services

Participating in school activities and field trips

Managing Aud. Visuals

Assisting in the grading of papers at teacher's discretion

Tutoring at teacher's discretion

Helping the teacher become aware of the needs and problems of individual students

Assisting teachers on home visits

Some of the teacher-aides are parents which permits them to function informally as liaison personnel in the community. Teacher-aides have been encouraged, when feasible, to continue in higher education through special coordination programs with the neighboring colleges and Arizona State University which has organized a cooperative program for teacher-aides whereby they earn credit hours by working in the Program.

CLERK:

The function of the clerk will be to assist with correspondence, keeping of records, and performing other necessary clerical duties for the Program.

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1, 3, 5, 6

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 1

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 1
How? (specify) _____

8.6 Paraprofessional's role: 8.6 3, 4, 6

See Xerox # 7C

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents - home visitations

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 1, 2 B 1, 3

(mark all that apply)	A for teachers	B for aides
0-not specified	___	___
1-University faculty	X	X
2-project's Master Teachers	X	___
3-project's teachers	___	X
4-other (specify)	___	___

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1	3	33%
2	3	33%
3	6	67%

1-bilingual
2-bicultural
3-N-ENT (specify background)

8.9 Training is provided: 8.9 1, 2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 2 B 5 NS

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: 8.11 no. 9 % 100

	or: if specified descriptively, indicate:
0-not specified	6-most
1-100%	7-many
2-more than 75%	8-few
3-50-74%	9-other (specify)_____
4-25-50%	

als for joint lesson planning: 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: (1-yes) 0-not mentioned — 8.5 1
How? (specify) _____

8.6 Paraprofessional's role: — 8.6 3,4,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents - home visitations

See Xerox # 7C

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1,2 B 1,3

	A for teachers	B for aides
0-not specified	___	___
1-University faculty	X	X
2-project's Master Teachers	X	___
3-project's teachers	___	X
4-other (specify)	___	___

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1-bilingual	3	33%
2-bicultural	3	33%
3-N-EMT (specify background)	6	67%

8.9 Training is provided: — 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 2 B 5 NS

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: — 8.11

	no.	%
	9	100

or: if specified descriptively, indicate:
0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 2,4,6,10
0-not mentioned
1-to N-EMT language or dialect
(2)-to N-EMT students - expectations of achievement
3-to N-EMT culture

(4)-prior to participation in bilingual project
5-after project training
(6)-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____
(10)- Miller Attitude Toward Teaching Scale
Flanders Interaction Analysis

CH7 C16a Xerox copy 8a,b

RFORMANCE OBJECTIVES: ncludes Name or Description f Instrument)	G. EVALUATION: Date or Frequency of Measurement	Person(s) Responsible	Data Collecting and Reporting, Including the Date
T - Student Objective S-1-d:) ner developed materials, textbooks, reference sources, the Instructional teach students for a period of not 50 minutes per day (average) directly Comprehension of Mathematics as y a record of time spent.	Monthly checksheet showing amount of time spent September through June, checked each semester.	Teachers and Program Coordinator	Record of time spent reported at the end of each semester -- (January and June)
T - Student Objective S - 2:) nd teacher-aides directly involved g the Bilingual Program will demon- itive attitudes toward teaching measured by responses on pre-post tions of the Minnesota Attitude	Pre-Test - 7/27/70 Post-Test - 6/15/71	Program Director assisted by Research and Planning	Scores on the Minnesota Teacher Attitude Inventory reported within 30 days after test date.
ill visit students and parents at a student has been absent or has any onal problem as measured by a record to homes.	Daily record of visits to homes, checked monthly	Teachers and Program Coordinator	Number of visits to homes reported at end of each semester.
ill improve their knowledge and kills related to a Bilingual Program ned by participation i' an in-service d periodic observations y the program r and other supervisory personnel dardized teacher observation instru-	Workshop Test Instrument Pre-Test - 7/27/70 Post-Test - 8/28/70	Program Director assisted by Research and Planning	Responses to a staff developed Evaluation Instrument to Workshops reported within 30 days after post-test date.

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F. PERFORMANCE OBJECTIVES: (Includes Name or Description of Instrument)	G. EVALUATION: Date or Frequency of Measurement	Person(s) Responsible	Data Collecting and Reporting, Including the Da
(See PRODUCT - Student Objective S-1-d:) Using teacher developed materials, textbooks, and other reference sources, the Instructional Staff will teach students for a period of not less than 50 minutes per day (average) directly related to Comprehension of Mathematics as measured by a record of time spent.	Monthly checksheet showing amount of time spent September through June, checked each semester.	Teachers and Program Coordinator	Record of time reported at the of each semest (January and Ju
(See PRODUCT - Student Objective S - 2:) 1. Teachers and teacher-aides directly involved in teaching the Bilingual Program will demonstrate positive attitudes toward teaching pupils, as measured by responses on pre-post administrations of the Minnesota Attitude Inventory.	Pre-Test - 7/27/70 Post-Test - 6/15/71	Program Director assisted by Research and Planning	Scores on the sota Teacher A Inventory repo within 30 days test date.
2. Teachers will visit students and parents at home when a student has been absent or has any other personal problem as measured by a record of visits to homes.	Daily record of visits to homes, checked monthly	Teachers and Program Coordinator	Number of visi homes reported end of each se
3. Teachers will improve their knowledge and teaching skills related to a Bilingual Program as determined by participation in an in-service program and periodic observations by the program coordinator and other supervisory personnel using standardized teacher observation instruments.	Workshop Test Instrument Pre-Test - 7/27/70 Post-Test - 8/28/70	Program Director assisted by Research and Planning	Responses to a developed Eval Instrument to shops reporte 30 days after test date.

Teacher Objective 1a

During the first year of the program the teachers have been evaluated in accordance with System procedures. Therefore, there have been at least three evaluations per teacher.

Although no systematic means for measuring teacher attitude was utilized this year, a teacher attitude measurement device has been developed for next year. To provide an initial frame of reference, form A of F. O. Miller's "Attitude Toward Teaching Scale" will be administered to all teachers and teacher-aides. This will provide the information needed to deal effectively with the staff in manners more pervasive than the mere presentation of material.

Secondly, to measure whether teacher and teacher-aide attitude changed appreciably during the year, form B of the same instrument will be administered in May of 1971, and the changes will be evaluated by use of the statistical t-test.

Although the original plan was to use the MTAI, recent literature indicates that it is more appropriate for selecting "good" teachers than for measuring attitudes. Thus, the Miller Test appears to be more appropriate for the purposes outlined above.

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
(1)-team teaching
2-cluster teaching
(3)-shared resource teacher
4-other (specify) _____

10.2 Staff:
(1)-bilingual teacher
(2)-ESL teacher
(3)-bilingual coordinator
(4)-aides or paraprofessionals
(5)-consultant psychotherapist or guidance counselor
6-other (specify) _____

10.1 1, 3
10.2 1, 2, 3, 4, 5

10.3 Average number of pupils per class:
0-not specified
10.3 20

10.4 Average number of aides or paraprofessionals per class:
0-not specified
10.4 1 C'71p7

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas:
0-not specified
10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
(1)-individually
2-in small groups
0-not specified

by: (3)-teacher
4-special remedial teacher
(5)-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1, 3, 5

See Yekov Copy 9a

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
(1)-as the alternative language of learning for as long as desired	X	X	____
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	____	____	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	____	____	____

11.1 I X
II X
II_1 ____

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?
11.2 11

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 (11) 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

By Junior year students will be in only

10.3 Average number of pupils per class: 10.3 20
0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1 C'71p7
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1.
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,3,5

(1)-individually
2-in small groups
0-not specified

by: (3)-teacher
4-special remedial teacher
(5)-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

*See Xerox Copy 9a

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I NE DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
(1)-as the alternative language of learning for as long as desired	X	X	
2-as the medium of instruction for special subject matter (e.g. cultural heritage)			
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

11.1 I X
II X
II_1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 11

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 (11) 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

$_1$ = By Junior year, students will be in only
$_2$ = 2 bilingual program classes C'71 p. 23 Xerox 9b

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 9
code: C= N.A. (if no EMT) II 9
13= Pre-K 14= K II_1

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM												X			
II E DOM												X			
II_1 E DOM/NEMT															

Question 10.6

The same sources for personnel to provide individualized instruction as were outlined in Objective - PROCESS 1A are applicable. In all freshman English classes, students have been placed into one of three groups, on the basis of their ability to achieve. The class period is divided into two approximately equal parts—one half devoted to large group instruction, and one half to small group and individual instruction. Assistance to the teacher was furnished by the regularly assigned teacher aide, by a Co-Pilot Teacher during the first semester only, and by tutors.

In Sophomore English classes, students were identified on an individual basis for specialized instruction in much the same manner as was done in Spanish classes. The numbers identified as needing individual assistance, and the reasons given are as follow:

Period	Number of Students Needing Special Attention	Reason
1	2	Low Achievement
	1	Reading Disability
2	2	Low Achievement
3	1	Spanish Monolingual
	1	Superior Achievement
5	2	Reading Disability
	2	Low Achievement
6	1	Superior Achievement
Total	12	

Personnel who assisted in providing individualized assistance were obtained through the same sources as were utilized for sophomore English classes.

Analysis of time spent in various kinds of activities reveals that efforts were made to accomplish this objective. In freshman English classes, approximately 50% of the class time was devoted to this effort. The amount of time in sophomore English classes was less, a conservative estimate being approximately 25%.

(6) A source of concern for some staff members, both within the Bilingual Program and outside of it, has been a perceived dependence of some students on the program. Apparently there are some students who feel comfortable within the confines of the Bilingual Program and who are hesitant to participate in classes and activities outside of it. Therefore, the Bilingual Program has adopted a posture of "gradual weaning" whereby the student will participate in only two Bilingual Program classes by the Junior year. This will make it necessary for the student to participate in classes and activities conducted by elements of the school other than the Bilingual Program.

(c) General impact of program on participating groups based upon factors not included in the formal evaluation design.

Two indicators of the general impact of the program which was not specified in the formal evaluation design, but which would appear to be particularly salient are dropout and attendance figures. Data for the first semester of the 1970-71 school year reveal the following:

(1) Freshman Bilingual Program students averaged 16.18 days absent, and of the 100 students who began the year, 2 have dropped out of school.

(2) The Freshman Comparison Group at Phoenix Union averaged 21.89 days absent, and 13 of the 100 students dropped out of school.

(3) Of the 100 students selected for the Freshman Comparison Group at South Mountain High School, 11 have dropped out of school and 19 either transferred or failed to enter school after registration; of the 70 students remaining, the average absence rate was 6.23 days.

(4) Sophomore Bilingual Program students averaged 27.05 days absent during first semester 1970-71, and 2 students dropped out of school.

(5) Phoenix Union Sophomore Comparison Group students averaged 31.5 days absent, and 18 dropped out of school.

(6) South Mountain Sophomore Comparison Group students averaged 13.30 days absent, and 14 dropped out of school.

School and district administrative personnel agree that the inflated attendance figures for Phoenix Union students are directly connected with the October boycott of the school in which Mexican-American students participated. Since this action did not involve South Mountain High School, one would expect a much lower rate of absenteeism at South, and that is

(6) A source of concern for some staff members, both within the Bilingual Program and outside of it, has been a perceived dependence of some students on the program. Apparently there are some students who feel comfortable within the confines of the Bilingual Program and who are hesitant to participate in classes and activities outside of it. Therefore, the Bilingual Program has adopted a posture of "gradual weaning" whereby the student will participate in only two Bilingual Program classes by the Junior year. This will make it necessary for the student to participate in classes and activities conducted by elements of the school other than the Bilingual Program.

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(1) Freshman Bilingual Program students averaged 16.18 days absent, and of the 100 students who began the year, 2 have dropped out of school.

(2) The Freshman Comparison Group at Phoenix Union averaged 21.89 days absent, and 13 of the 100 students dropped out of school.

(3) Of the 100 students selected for the Freshman Comparison Group at South Mountain High School, 11 have dropped out of school and 19 either transferred or failed to enter school after registration; of the 70 students remaining, the average absence rate was 6.23 days.

(4) Sophomore Bilingual Program students averaged 27.05 days absent during first semester 1970-71, and 2 students dropped out of school.

(5) Phoenix Union Sophomore Comparison Group students averaged 31.5 days absent, and 18 dropped out of school.

(6) South Mountain Sophomore Comparison Group students averaged 13.30 days absent, and 14 dropped out of school.

School and district administrative personnel agree that the inflated attendance figures for Phoenix Union students are directly connected with the October boycott of the school in which Mexican-American students participated. Since this action did not involve South Mountain High School, one would expect a much lower rate of absenteeism at South, and that is precisely what occured. However, data indicates that even though the rate of absenteeism at Phoenix Union was unusually high, the Bilingual Program's students had fewer dropouts.

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I N-E DOM								
II E-DOM - EMT								
II$_1$ E-DOM/NEMT								

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I NS
II
II$_1$

11.5 Second language learning for English dominant students is projected through grade:

11.5 I$_2$ 12
II 12

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	(12)
II EMT														X
II$_1$ N-EMT/E Dom														X

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 12

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 (12)

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is: See xerox 2a, b C46 C46a

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K				K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
(9)	100	NS	SS, M	9 50%
(10)	100	NS	SS, m	10 50%
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3				3
4		NA		4
5				5
6				6

11.5 Second language learning for English dominant students is projected through grade: 11.5 I_2 12 / II 12

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	(12)
II EMT														X
II_h N-EMT/E Dom														X

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 12

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 (12)

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is: See xerox 2a, b C46 C46a

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				
K				
1				
2				
3				
4				
5				
6				
7				
8				
(9)	100	NS	SS, M	50 %
(10)	100	NS	SS, m	50 %
11				
12				

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				
1				
2				
3				
4		NA		
5				
6				
7				
8				
9				
10				
11				
12				

11.13 2

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9	NS	NS	NS	9 50 %
10	NS	NS	NS	10 50 %
11				11 "
12				12 "

" It is very nearly 50% in all classes" (Project verified)

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 2,5,6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
(2)-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
(5)-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
(6)-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1

(1)-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student

	Min. per day of instruction through N-ENT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-ENT
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9	NS	NS	NS	9 50 %
10	NS	NS	NS	10 50 %
11				11 "
12				12 "

" It is very nearly 50% in all classes" (Project verified)

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 2,5,6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
(2)-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
(5)-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
(6)-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-ENT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1

(1)-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned: — 13.1 IB 1, IIB ___

1-concurrently with dominant language listening-speaking skills		X		—
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—
3-a specified period of time after listening-speaking skills in dominant language taught		—		—

13.2 ALM sequence followed: — 13.2 IA 2, IB 2, IIA 2, IIB 2

1-Listening-speaking proficiency precedes introduction of reading	—	—	—	—
2-Reading is taught concurrently with listening-speaking skills	X	X	X	X
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—
4-There is some overlap between learning to read and to write	—	—	—	—

13.3 Listening-speaking proficiency determined by: — 13.3 IA 1, IB 2, IIA 1, IIB ___

1-measure of listening-speaking proficiency	X	—	X	—
2-informal assessment by teacher	—	X	—	—

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:					13.1 IB 1 IIB
1-concurrently with dominant language listening-speaking skills		X		—	
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—	
3-a specified period of time after listening-speaking skills in dominant language taught		—		—	
13.2 ALM sequence followed:					13.2 IA 2 IB 2 IIA 2 IIB 2
1-Listening-speaking proficiency precedes introduction of reading	—	—	—	—	
2-Reading is taught concurrently with listening-speaking skills	X	X	X	X	
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—	
4-There is some overlap between learning to read and to write	—	—	—	—	
13.3 Listening-speaking proficiency determined by:					13.3 IA 1 IB 2 IIA 1 IIB
1-measure of listening-speaking proficiency	X	—	X	—	
2-informal assessment by teacher	—	X	—	—	
13.4 Second language reading skills are learned:					13.4 IB 1 IIB 1
1-concurrently with learning to read in dominant language		X		X	
2-after a specified level of dominant language reading competence achievement		—		—	
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		—		—	
4-before learning to read in dominant language		—		—	

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K				
1				
2				
3				

13.5 IA NA
IB
IIA
IIB

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

13.6 IA 1
IB 1
IIA 1
IIB 1

13.7 Grade level reading is expected:

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang
1-in first grade				
2-in second grade				
3-in third grade				
4-in fourth grade				
5-in fifth grade				
6-in sixth grade				
7-other (specify)				

13.7 IA 9
IB 9
IIA 9
IIB 9

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 9
IIB 9

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2,4,5
II 2

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native		

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

13.6 IA 1
IB 1
IIA 1
IIB 1

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.7 IA 9
IB 9
IIA 9
IIB 9

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 9
IIB 9

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2,4,5
II 2

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language). MATH	X	
5-Different academic content is taught in the second language from that which is taught in the native language.	X	
0-not specified		
6-other (specify) Cultural Heritage in native language		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	B 2nd lang.	II Eng. dom. students A Eng.	B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	—	—	—	—
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	X	X	X	X
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA 2
IB 0
IIA 2
IIB 2

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	—	—	—	—
2-Basal readers	—	—	—	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	—	—	—	—

NS

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1	NA	NA
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate # on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—
4-songs	—	—
5-programmed instruction, lang. master	X	X
6-stories read to children	—	—
AUDIO VISUAL AIDES		
7-films, filmstrips	X	X
8-flannel or magnetic boards	—	—
9-realia, graphic displays	—	—
10-records, tapes	X	X
11-listening centers	X	X
12-multi-media approach	—	—

aiming toward child's eventual control of the standard form. ___ ___ ___ ___

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. X X X X

3-Other (specify) ___ ___ ___ ___

0-Not specified ___ ___ ___ ___

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) 16.1 IA___ IB___ IIA___ IIB___ NS

2-Basal readers ___ ___ ___ ___

3-Dialect readers ___ ___ ___ ___

4-Experience charts (stories dictated by children) ___ ___ ___ ___

16.2 If some reading material is in the child's dialect, indicate how long it is used: 16.2 IA NA IIA NA

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified ___ ___
1-pattern drills ___ ___
2-dialog memorization ___ ___
3-choral repetition ___ ___
4-songs ___ ___
5-programmed instruction, lang. master X X
6-stories read to children ___ ___

AUDIO VISUAL AIDES

7-films, filmstrips X X
8-flannel or magnetic boards ___ ___
9-realia, graphic displays ___ ___
10-records, tapes X X
11-listening centers X X
12-multi-media approach ___ ___

Experiential:

13-role playing ___ ___
14-puppetry ___ ___
15-experience charts ___ ___
16-primary typewriter ___ ___
17-learning through direct experience with materials e.g. Montessori ___ ___
18-activity centers-chosen by child ___ ___
19-other (specify) ___ ___

Learning outside the classroom:

20-field trips X X
21-suggested TV programs ___ ___
22-other (specify) ___ ___

16.4 The sources of Non-English materials and textbooks are: 16.4 1, 3, 4, 9
(mark all that apply)
0-not specified
(1)-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
(3)-developed by the project's own bilingual staff
(4)-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents (See Xerox #7 p. 19-22)
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
(9)-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1 Materials Acquisition Project (San Diego)
0-not specified
1-xerox attached-page and document PBSW
Controlled Reading (EDL)
Audex (EDL)
Intensive Course in English
C '71 p. 91 C p. 65

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no NET students)

17.2 Students are grouped for language instruction: 17.2 2B; 3B
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)		X
3-individual instruction		X

Cont. p. 11a
See XEROX 15b

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	III Eng dom NEMT
0-not specified			
XEROX 15 a,b 1-by age			
2-by native language			
3-by dominant language			
4-by language proficiency (ex. level of reading skill)	X	X	'71 Cont. p. 8
n.a. not applicable (no E.dom/NEMT)			

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 2

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document Materials Acquisition Project (San Diego) PBSW Controlled Reading (EDL) Audex (EDL) Intensive Course in English
C'71 p.91 C p. 65

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LT students)

17.2 Students are grouped for language instruction: (mark all that apply) 17.2 2B;3B

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)		X
3-individual instruction		X

Cont. p. 11a

17.3 Criteria for grouping: See XEROX 15b

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age			
2-by native language			
3-by dominant language			
4-by language proficiency (ex. level of reading skill)	X	X	
n.a. not applicable (no E.dom/NEMT)			

XEROX 15 a,b

'71 Cont. p. 8

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 2
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 1,2,3,4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

C84
See Xerox 7c

Question 17.2/3 15a

ASSURANCE OF 1970-1971 EVALUATION DESIGN

The 1970-71 Bilingual program at Phoenix Union High School will be open to students of diversified ethnic backgrounds. Therefore, product and process evaluation procedures will be invalidated unless certain variables which are not germane to an exclusive Mexican-American population are controlled.

The following is assurance that the variables will be controlled in the manner outlined below. The criteria for selection listed on page ninety-six (96) of the continuation document will serve as guiding principles to the overall evaluation design.

1. Ethnic proportions will be identical for both control and experimental groups. An experimental group will be formulated from the list of volunteers, the ethnic makeup determined, and a control group selected on the basis of the results.

2. Every attempt will be made to insure that the experimental and control groups will be statistically comparable, in terms of academic achievement.

3. Since both schools will contain students fluent or not fluent in Spanish, proficiency in Spanish constitutes a variable which must be considered.

By means of diagnostic tests, Spanish proficiency will be determined, and students will be scheduled into appropriate English classes on the basis of test results. In addition, test results will be used as one basis for the individualization of instruction.

Every effort will be made to insure that the control and experimental groups contain equal numbers of those fluent or not fluent in Spanish.

The same sources for personnel to provide individualized instruction as were outlined in Objective - PROCESS 1A are applicable. In all freshman English classes, students have been placed into one of three groups, on the basis of their ability to achieve. The class period is divided into two approximately equal parts—one half devoted to large group instruction, and one half to small group and individual instruction. Assistance to the teacher was furnished by the regularly assigned teacher aide, by a Co-Pilot Teacher during the first semester only, and by tutors.

In Sophomore English classes, students were identified on an individual basis for specialized instruction in much the same manner as was done in Spanish classes. The numbers identified as needing individual assistance, and the reasons given are as follow:

Period	Number of Students Needing Special Attention	Reason
1	2	Low Achievement
	1	Reading Disability
2	2	Low Achievement
3	1	Spanish Monolingual
	1	Superior Achievement
5	2	Reading Disability
	2	Low Achievement
6	1	Superior Achievement
Total	12	

Personnel who assisted in providing individualized assistance were obtained through the same sources as were utilized for sophomore English classes.

Analysis of time spent in various kinds of activities reveals that efforts were made to accomplish this objective. In freshman English classes, approximately 50% of the class time was devoted to this effort. The amount of time in sophomore English classes was less, a conservative estimate being approximately 25%.

18.3 Parent tutoring: (mark all that apply) 18.3 NO

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 4, 5, 8

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction; group study
5-individualized learning; individual self instruction
6-open classroom
7-guided discovery and inquiry
* 8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

Proposal p. 14
Cont. p. 11a
See Xerox 16a, b

* Student involvement in planning of curriculum

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 n.a.
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 4, 5, 8

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction; group study
5-individualized learning; individual self instruction
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

Proposal p. 1d
Cont. p. 11a
See Xerox 16a, b

* Student involvement in planning of curriculum

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 n.a.
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above) 20.2 0
0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

see xerox 16c

QUESTION 19.0 16a

CLASSROOM PROCEDURES

The class periods will have a theoretical duration of fifty minutes, each with enough flexibility to accommodate student needs. Class periods will be flexible to provide for individual attention.

The English, second language class, will be conducted in English with the freedom to use Spanish when necessary for the understanding of concepts and to speed the learning process.

The reading class will be closely related to E.S.L., and will give attention to the areas needing correction in English and Spanish. The content of the reading class will be coordinated with social studies, Spanish, and English.

The Spanish class will be conducted in Spanish with the freedom to use English for the correction of idiomatic expressions and false cognates.

The social studies program will be taught in units of Spanish and English. The exact length of time has not been determined. Research in theories of learning is being investigated to determine the most effective time sequences. The preliminary investigations point towards short units in each language. The exact time sequence will be determined in the summer workshop.

The students will be involved in group study and individual self-instruction.

It is the hope of this project to interest the students in the formation of:

1. An Intercultural Development Club with the purpose of bringing a universal interest in other cultures.

2. A Mexican-American Literary Club with the purpose of interesting the students in writing bilingually, as well as to publish a bilingual journal for students and the community.

3. Art and Song Club with the purpose to interest the students in cultivating Mexican-American folklore.

The students will be urged to participate in community organizations as representatives of Phoenix Union High School.

The bilingual program will participate in field trips, and will utilize the experiences in all classes simultaneously in order to reinforce concepts in English and Spanish.

ASSURANCE OF 1970-1971 EVALUATION DESIGN

The 1970-71 Bilingual program at Phoenix Union High School will be open to students of diversified ethnic backgrounds. Therefore, product and process evaluation procedures will be invalidated unless certain variables which are not germane to an exclusive Mexican-American population are controlled.

The following is assurance that the variables will be controlled in the manner outlined below. The criteria for selection listed on page ninety-six (96) of the continuation document will serve as guiding principles to the overall evaluation design.

1. Ethnic proportions will be identical for both control and experimental groups. An experimental group will be formulated from the list of volunteers, the ethnic makeup determined, and a control group selected on the basis of the results.

2. Every attempt will be made to insure that the experimental and control groups will be statistically comparable, in terms of academic achievement.

3. Since both schools will contain students fluent or not fluent in Spanish, proficiency in Spanish constitutes a variable which must be considered.

By means of diagnostic tests, Spanish proficiency will be determined, and students will be scheduled into appropriate English classes on the basis of test results. In addition, test results will be used as one basis for the individualization of instruction.

Every effort will be made to insure that the control and experimental groups contain equal numbers of those fluent or not fluent in Spanish.

Question 20.2 16c

A - 1 — PROGRAM GOALS AND OBJECTIVES FOR 1969-1970

Student

1. Goal: To develop greater cognitive achievement in Spanish, English, and Spanish-American history.

   Program Objectives:

   a. The students will increase their comprehension of the Spanish language as measured by the pre-post scores on the Modern Language Association Foreign Language Test.

   b. Students will increase their comprehension of the English language as measured by pre-post scores on a standardized test. MED

   c. Students will demonstrate their comprehension of information and concepts of Mexican (Latin) - American history and culture as measured by their performance scores on a teacher-prepared test covering the selected units of content.

   d. Students will increase their reading proficiency in Spanish and English as measured by the Davis Reading Test and by a form of the Davis Reading Test that has been translated into Spanish.

   e. Students will increase their knowledge of mathematics as measured by the Stanford Achievement Test for Math, and by teacher developed tests.

   Goal: To develop positive attitudes toward the Spanish-American cultures.

   Program Objective:

   The student will develop a positive attitude toward the Spanish-American and American culture as determined by responses on attitude inventories to be administered at intervals throughout the program.

   Goal: To improve the students' self-concept as bilingual members of society.

   Program Objective:

   The student will develop positive attitudes toward himself as a bilingual member of society as determined by his responses on pre-post attitude inventories.

   Goal: To develop student responsibility toward self, others, and society.

   Program Objective:

   The student will develop positive attitudes toward self, peers, teachers, and community as measured by his responses (scores) on pre-post administrations of an attitude inventory.

21.0 SELF-ESTEEM 21.0 13,14,19

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #
(19-Learning about Mex-Am. cultural heritage * pride in his identity
Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
(13-)older puils participate in curriculum planning and/or development
(14-)pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

See Xerox 18a

* and Spanish and Indian contributions to Amer. history

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 3
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #
19-Learning about Mex-Am. cultural heritage * pride in his identity

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

See Xerox 18a

10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

* and Spanish and Indian contributions to Amer. history

22.0 LEARNING STRATEGIES

22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 3

1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 1
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document Initial Tab page # 3-4
0-not mentioned

See Xerox 18a

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1, 2, 4, 6, 7
0-no bicultural component mentioned
(1)-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
(2)-Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
(4)-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
(6)-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
(7)-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words See Xerox 18a

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 no

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-ENT culture involves (mark all that apply) 23.4 1, 2, 4, 6, 7
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2-Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NENT or ENT
8-Other (specify)

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words See xerox 18a

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

an Anglo. But his wishes cannot change physical features, conceptual and speech patterns, and cultural heritage. He soon finds he is not an Anglo. He realizes that even his close friends accept him for what he is, a Mexican-American. He is faced with the decision of trying to be something he is not or accepting his Mexican-American heritage with its corresponding vacuum.

SELF-CONCEPT

His despair grows with lack of identity. Out of this lack of identification flows a deep feeling of frustration. If he "is nobody," and if he comes from such "unworthy people," why should he want to emulate his past? Haven't the Anglos been the "masters of the world?" It is necessary to give this person an opportunity to create a better image of himself and his people.

Fortunately, the Mexican-American has a glorious past both in his Spanish and Indian ancestry which, when known and understood, can make him proud of being a Mexican-American. The Phoenix Union High School bilingual program sees the need to give the student a feeling of universality with all mankind by giving him pride through his own identity.

Americanism

The Mexican-American is not aware of his contributions. This adds to his discontent. Identity and pride can be given by bringing the Mexican-American contributions in American history to the Mexican-American and the other ethnic groups of the schools.

For example, the original colonies were not thirteen only, but many more. The colony of New Mexico was established more than twenty years before New England. Spanish Florida was colonized almost half a century before Jamestown. The contributions of the Spanish and Mexican people enrich the American nation. The study of these many contributions in the bilingual program will help both Anglos and Mexican-Americans gain renewed respect for one another and help many disadvantaged Americans make important contributions.

2. COMPOSITION OF TARGET AREA

Approximately eighty-five (85) percent of the students from families of Mexican-American descent in Phoenix are enrolled in three of ten high schools. These high schools are Phoenix Union, South Mountain, and Carl Hayden, and will be the target schools for this program.

The pilot school for the first year program will be Phoenix Union High School where sixty-five (65) percent of the student body is of Mexican-American descent. The pilot program will be extended to South Mountain High School the second year and to Carl Hayden the third year.

Question 24.0

18b

Community Objective 1a

The Bilingual Program has met with widespread community acceptance. Though once again difficult to quantify, this acceptance may be ascertained to some extent by newspaper coverage, the number of community members visiting the Program, and the number of requests for Program personnel to speak to various community groups.

A representative sample of newspaper coverage is included. Please refer to Appendix G These articles indicate both the interest the community has taken in the Bilingual Program and satisfaction with the Program.

Unlike the typical school program, the Bilingual Program has attracted many visitors during its year of operation. For example, between September 8, 1969, and January 1, 1970, a total of 43 people were officially noted as visiting the Program. Among these people were three Mexican-American priests; two professors from Arizona State University, and twenty educators from outside the Phoenix Union High School System boundaries. The remaining 18 visitors were parents, ten of whom had children enrolled in the Bilingual Program and eight of whom were requesting that their children be placed in the Program.

In addition, the Bilingual Program has attracted so much attention that the Program staff has made many presentations to interested groups. Among these groups were the Community Evangelical Society, a group of Catholic priests, a group interested in the education of disadvantaged youngsters, classes at Arizona State University, foreign language teachers, and publishing company representatives. In all, more than 500 people from the community have had direct contact with Program staff. Special presentations by Program staff for local television stations have enabled an unestimable number of other citizens to become exposed to the Bilingual Program through indirect staff contact.

Community Objective 1b

The extent to which parents have become knowledgeable about the Bilingual Program was ascertained through results of a special Parent Questionnaire which was administered twice during the year. The Questionnaire was composed of ten pertinent questions, the validity and clarity of which were established with the assistance of EPIC. Of the 100 Questionnaires mailed to parents of students involved in the Bilingual Program, 76 were completed and returned. The results indicate an increased knowledge and acceptance of the Bilingual Program. Illustration II graphically demonstrates the magnitude of the knowledge and acceptance.

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1,3,4,5,6,9,12

0-method not specified
no-no provision for informing community
(1) bilingual newsletter
2- monolingual newsletter
(3) ews sent to mass media.
(4) if articles included with project, check 4
(5) bilingual fliers sent home
(6) formal meetings - speaking to community groups; information meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
(9) home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how
(12) school visits

c.30a
C. p 46-28

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 2,3,4,5

0-type not specified
no-not sought
1-existing community groups working with program
(2) bilingual questionnaires
(3) community-school staff committees
(4) community advisory groups
(5) formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

C 30a
7 parents explain program to community
See Xerox 19a

24.5 The school keeps informed about community interests, events and problems through: 24.5 2,3,4,11

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
(2) community representatives to the school
(3) bilingual questionnaire sent to the home
(4) home visits by school personnel
5-other (specify)
0-method not specified
(11) questionnaire sent to home C p.28
See Xerox 18a

24.6 The school is open to the community through: 24.6 1,2

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how
13- school visits

C.30a
C. p.46-28

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 2,3,4,5
0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

C 30a
7 parents explain program to community
See Xerox 19a

24.5 The school keeps informed about community interests, events and problems through: 24.5 2,3,4,11
no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified
11- questionnaire sent to home C. p.28
See Xerox 18a

24.6 The school is open to the community through: 24.6 1,2
0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1,2,3,6
1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

Question 24.4

19a

CHANGE IN APPROACH TO THE COMMUNITY

One of the strengths of the Bilingual program has been the involvement and participation of the community in the program. The parent questionnaire reflects an increased knowledge and acceptance of the program. However, there is also a need for more dissemination of program information than was possible last year. An example, question number two shows a decline (64% to 59%) in the percentage of parents who indicated they were given enough information on the program as the year progressed. While this difference is not statistically significant, any decline shows a need to increase the dissemination process. As a result of this need, it is planned to disseminate information to parents through parent newsletters, information meetings, and contacts through satelite organizations. Also parental meetings will be scheduled to inform parents of the purpose of the Bilingual program.

Some of the methods of community involvement that were utilized during the first year included the following:

1. Parents were invited to visit the school and discuss problems with the teachers.

2. Contacts were made with parents regarding student absences.

3. Parents, from the beginning of the program, have attended meetings, helped plan the program, and received written information on the program. Meetings have been held in English and Spanish to help all paremts feel comfortable with their contacts with the school.

4. Extensive ground work was done with Mexican-American organizations. The organizations' tremendous support of the program in their publications and attendance at Board of Education meetings has helped create a positive attitude toward the program.

These techniques will continue along with the above mentioned expanded dissemination methods. Parental involvement will be expanded to include parental participation in everyday school activities.

ADVISORY COMMITTEE

The Advisory Committee was established with nine people from the community. Three were professionals, four parents, and two students. The nine people participated in the program with the beginning of the preparation of the initial proposal prospectus. The committee participated with the program coordinator in the presentation of the program to community organizations and parents. The committee attended at least five meetings before school started for the 1969-1970 school year.

During the year the Advisory Committee met with the coordinator, ideas were exchanged concerning improvement of the program, and communication occurred at least once a month.

25.2 Project's impact: 25.2 0

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1,2

0-not mentioned
(1)-published measures
(2)-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 2

0-not mentioned
no-never
1-once or twice during the year
(2)-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 3

0-not mentioned
no-never
1-once or twice during year
2-more than twice
(3)-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE See XEROX 15 a 16 c

27.1 0-not specified 27.1 1
(1)-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,3,5,7
(1)-Pre-tests have been given to project group or sample
2- " will be " "
(3)-Post-tests have been given to project group or sample
4- " will be " "
(5)-Pre-tests have been given to comparison group
6- " will be " "
(7)-Post-tests have been given to comparison group
8- " will be " "

Initially (pre-test) treatment group scored considerably lower than comparison group- Infer that students most in need of program were selected for it.